

The Realistic Dilemma and Implementation Path of Campus Football Development in Minority Areas under the Background of Rural Revitalization Strategy

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Abstract

On February 25, 2021, the National Poverty Alleviation Commendation Conference solemnly announced to the world that poverty alleviation has achieved comprehensive victory. Rural revitalization strategy is the new era to accelerate rural development, promote the integration of urban and rural development of the general starting point, the proposal of rural revitalization for the development of rural sports to create favorable conditions, but also provides an important opportunity for the vigorous development of rural campus football. Under the guarantee of the national government, the poverty alleviation in ethnic minority areas has achieved initial results, but the geographical location of ethnic minority areas is remote, the distribution of personnel is relatively scattered, the educational environment is backward, and the teachers are insufficient, and many key problems still need to be "tailored". Campus football is the only way for the development of school sports in minority areas and a strong support for the high-quality development of school sports in rural areas. The development of campus football in minority areas is conducive to breaking the single physical education teaching mode in rural areas, promoting the all-round development of students' body and mind, awakening the sportsmanship of people in minority areas, and reducing the possibility of education in minority areas returning to poverty. Therefore, in combination with the national policy background of rural revitalization, this study investigates the difficulties and problems in the development of campus football in border minority areas by means of literature, questionnaire and field investigation, in order to analyze the predicament of campus football in minority areas, and aims to provide ideas for better development of campus football in minority areas.

Keywords

Rural Revitalization; Minority Area; Campus Football.

1. Introduction

The Guiding Opinions of the Central Committee of the Communist Party of China and The State Council on the Three-year Action to Win the Battle against Poverty [1] has included sports in the battle against poverty, and sports poverty alleviation will promote the deep integration of school sports work and poverty alleviation work, and accelerate the poverty alleviation project in poor areas. In particular, on October 25, 2021, the State General Administration of Sport issued the "14th Five-Year Plan for Sports Development", which clearly pointed out that the revitalization of the "three big balls" - the football volleyball project, the promotion of sports to help rural revitalization project and the construction of China's football reform and development demonstration city, explore the development path of football with Chinese

characteristics, and promote the overall improvement of China's football level with points and aspects [2]. There is still a big gap between the development level of ethnic areas and ordinary counties, and the development of campus football activities by economic development, geographical environment, teachers and other factors is not optimistic. As the state promotes sports poverty alleviation and campus football policies are successively launched, campus football can be developed with the support of policies to make up for the loopholes in rural campus football and promote the development of school sports [3]. Look at rural revitalization. At present, there are problems and difficulties in cognition level, facility level, training level and system level. Based on the practical problems of campus football in minority areas, this paper tries to put forward the practical way of campus football development To promote the high quality development of rural sports with the development of campus football.

2. Research Object and Method

2.1. Literature Analysis

According to the needs of the writing of the paper, through the library, CNKI, Wan fang database and other databases, "rural revitalization", "ethnic areas", "campus football" as keywords, the literature is classified and sorted, understand the current situation of relevant research to provide literature support for the paper.

2.2. Questionnaire Survey Method

According to the research theme and content of the paper, a questionnaire about the realistic dilemma of campus football development in minority areas is formulated, and the questionnaire is designed according to the guidance and opinions of experts. Finally, the teacher questionnaire and the student questionnaire are determined, and the reliability and validity of the questionnaire are tested. The specific situation of campus football development in ethnic areas is collected, which provides empirical basis for the results and countermeasures of the paper.

Distribution and recovery of questionnaires.

This paper adopts the method of questionnaire survey to conduct a questionnaire survey on teachers and students in minority areas. All questionnaires were distributed and collected on site to ensure the reliability and validity of the questionnaires. There were 250 student questionnaires and 50 teacher questionnaires. Details are shown in the following table:

Table 1. Questionnaire distribution and recovery (N=258)

Questionnaire type	Quantity issued	Recovery quantity	recovery	Effective quantity	Effective rate
Student	250	235	94%	208	88.5%
Teacher	50	50	100%	50	100%

2.3. Interview Method

The author visited schools on the spot to understand the current situation of campus football development in ethnic areas. The interviewees were teachers and relevant departments (student work department, educational administration department, Youth League Committee), which provided objective data for the subsequent relevant research. To understand the realistic dilemma of the development of campus football in minority areas, and to obtain first-hand materials, and put forward relevant improvement strategies.

2.4. Mathematical Statistics

Based on the data obtained from the questionnaire about the realistic dilemma of the development of campus football in minority areas, the paper was sorted out and processed with SPSS19.0, and the results provided data support for the paper.

3. Research Results and Analysis

3.1. The Importance that School Leaders Attach to Campus Football

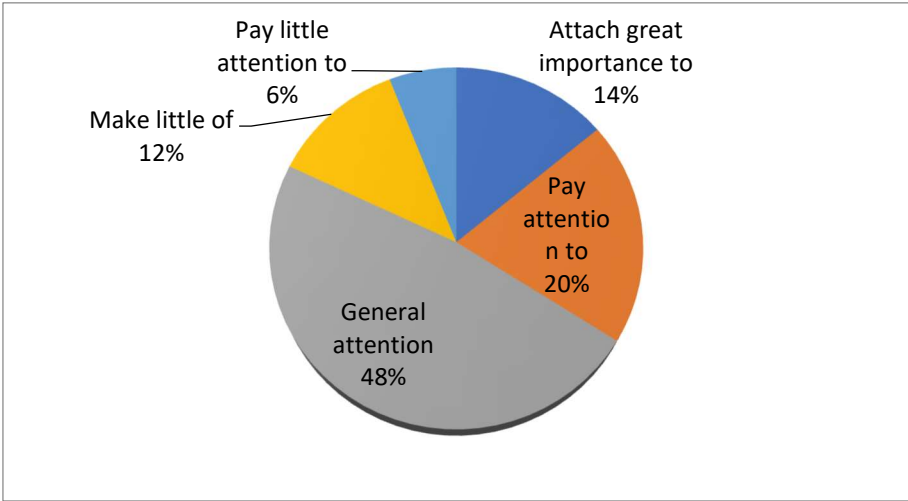


Figure 1. The importance of school leaders to campus football development (N=50)

School leaders, as organizers and administrators of schools, attach great importance to campus football activities, which has an important impact on the popularization and development of campus football [4]. Through the investigation of physical education teachers, 24 physical education teachers think that school leaders pay less attention to campus football, accounting for 48%. There are 6 PE teachers who think that school leaders do not pay attention to campus football, accounting for 12%. Three physical education teachers think that the school leaders do not pay much attention to the development of campus football. From the objective evaluation of PE teachers, we can see that more than half of PE teachers think that school leaders do not pay enough attention to campus football activities, accounting for 66%.

3.2. How Students Participate in Campus Football Activities

Table 2. Ways of students participating in campus football activities (N=208)

	Number of people	Take up a proportion of
Big break	105	50.9%
After-school football activities	45	21.6%
Football association	15	7.2%
Football class game	20	9.6%
Football painting	10	4.8%
Football display board	5	2.4%
Football cheerleading	8	3.8%

The rich and diverse forms of campus football activities can not only increase students' interest in football, but also expand the football crowd in the school and further improve students' participation in campus football [5]. According to the survey, schools in ethnic minority areas carry out campus football activities in a more traditional way, and students mostly participate in recess, extracurricular football activities, football associations, football games and football

classes, accounting for 50.9%, 21.6%, 9.6% and 7.2%, respectively. However, the participation of campus football cultural activities such as class competition, football painting, football cheerleading and football exhibition board is less.

3.3. Campus Football Teacher Allocation in Ethnic Minority Areas

3.3.1. Age and Gender of Football Teachers

Table 3. Age survey statistics of PE teachers (N=50)

Options	Number of people	Take up a proportion of
Under 30 years old	12	24%
31-40 years old	21	42%
41-50 years old	10	20%
Over 50	7	14%

The age of campus football teachers in ethnic minority areas is generally in the middle and young range. There are 12 physical education teachers under 30 years old, accounting for 24%, and 7 teachers over 50 years old. It shows that the country vigorously promotes campus football, the scale of schools continues to expand, and the demand for teachers is large. The recruitment of teachers is generally inclined to young teachers with certain teaching experience, so as to ensure the quality of teaching and improve the teaching energy and momentum.

3.3.2. Education of Football Teacher

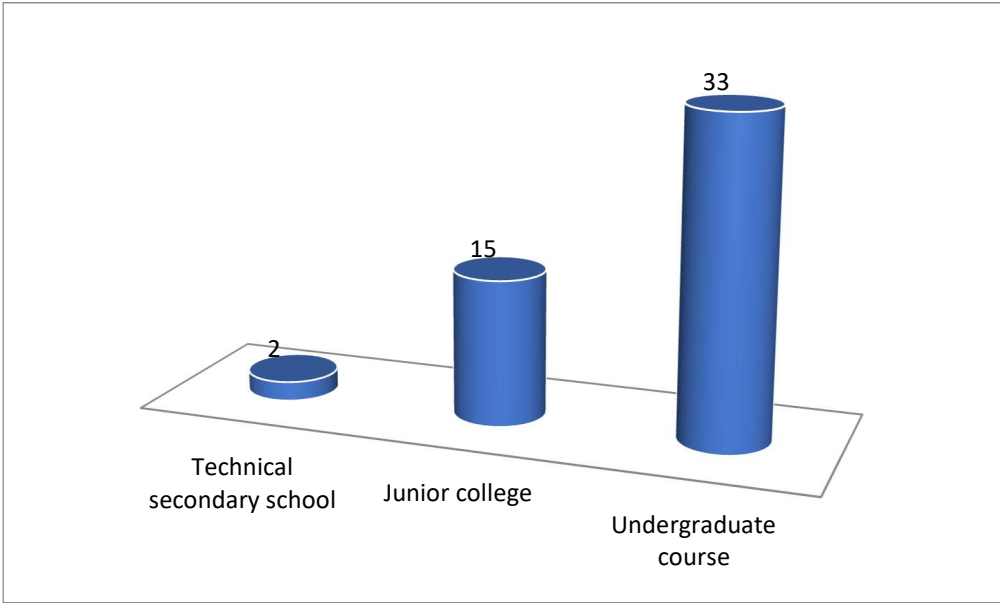


Figure 2. Education survey statistics of PE teachers (N=50)

The level of education does not reflect the level of social practice ability, but it can directly reflect the level of a person's professional knowledge reserve and professional skills. As can be seen from Figure 2, the education of football teachers in ethnic minority areas is composed of technical secondary school, junior college and undergraduate degrees, among which the number of undergraduate degrees is the largest, accounting for about 70% of 33, and there are no physical education teachers with master's degrees or above. In the education survey, the education of physical education teachers is mainly undergraduate, and the teachers who graduated from secondary schools and junior colleges are mostly old teachers with longer teaching experience, so it basically meets the needs of primary school physical education.

3.4. Equipment and Facilities of Campus Football Field

3.4.1. Site and Scale

Table 4. Football field size of the surveyed schools (N=20)

Options	No room	Irregular pitch	Standard 5-a-side football pitch	Standard 8-a-side football pitch	Standard 11-a-side football pitch
frequency	7	3	8	1	1
Percent(%)	35	15%	40%	5%	5%

It can be seen from Table 4 that 35% of the schools still have no football field, 15% of the schools have irregular fields, 40% of the schools have standard 5-a-side football field, and 5% of the schools have standard 8-a-side and 11-a-side football field. It can be seen that the situation of football fields in ethnic areas is not optimistic, and nearly half of the schools can not carry out campus football activities.

3.4.2. Football Training Equipment

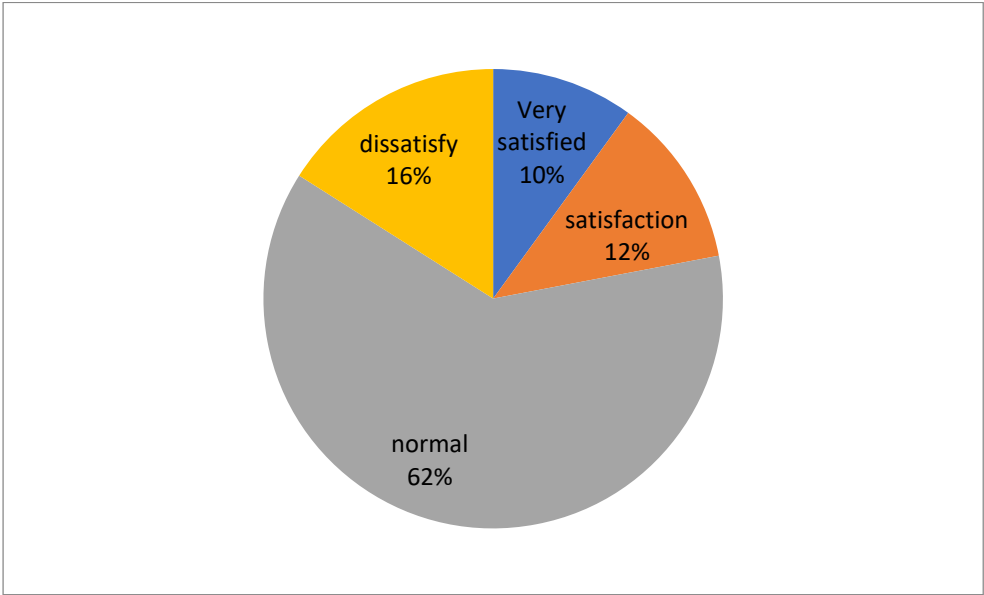


Figure 3. Statistical table of satisfaction with football training equipment (N=50)

The quantity of football equipment is the basis of campus football development and the guarantee of rich teaching and training. Sufficient football training equipment is conducive to promoting students' learning efficiency and interest. As can be seen from Figure 3, 10% of PE teachers are very satisfied with the football training equipment, 12% of PE teachers are satisfied with the football training equipment, 62% of PE teachers think that the football training equipment can basically meet the needs, and 16% of PE teachers are not satisfied with the football training equipment. On the one hand, the lack of equipment will affect the training effect and teaching effect, on the other hand, it will also affect the overall training and competitive state of the team.

3.5. Analysis of the Dilemma of Campus Football Development in Ethnic Areas

3.5.1. School Leaders Do not Attach Much Importance to and Recognize Campus Football Activities

School leaders' cognition of campus football has an important impact on the importance they attach to campus football. Due to the relatively backward development of ethnic areas, some leaders still think that learning cultural courses is the only way out of the mountain, and their

cognition of campus football is still at the stage of physical fitness, with a shallow understanding of the moral and quality value of campus football. Some leaders also believe that the effect of carrying out campus football activities is the same as that of carrying out other sports activities, so instead of opening campus football, it is better to carry out sports such as running, jumping and throwing, which are not high requirements for teachers and venues.

3.5.2. Students Have Only One Way to Participate in Campus Football

Most of the students mainly participate in the traditional ways such as football class, club class and big recess activities, while less participate in the football culture through football painting and cheerleading. Through talking with students, we know that many students know and understand football from the Internet, but have never been in touch with football in daily life and school courses. Students have great interest in participating in campus football, but the campus football activities carried out by the school can not meet the all-round needs of students.

3.5.3. Lack of Campus Football Teachers

The problems such as large mobility of PE teachers, low football professional ability and lack of professional football teachers in ethnic minority areas are a major dilemma restricting the development of campus football in ethnic minority areas. Rural teachers are scarce, and some schools can only meet the needs of teachers through special post teachers, external teachers, volunteer teachers and seconded teachers, not to mention full-time physical education teachers. Moreover, the mobility of teachers is large, and a large part of teachers cannot teach in rural areas for a long time. At present, football teachers in minority areas have low teaching ability and low reserve of professional knowledge and skills, and the reserve of PE teachers in most schools is not conducive to the development of campus football.

3.5.4. The Equipment and Facilities of the Campus Football Field are Not Perfect

Football field plays an important role in the development of campus football activities. The development of campus football field facilities in ethnic areas is unbalanced and inadequate. Nearly half of the schools have good field facilities, but there are still some schools without football field, which seriously hinders the full implementation of campus football. With the continuous promotion of the rural revitalization strategy to improve rural public services and strengthen the construction of infrastructure, rural campus football fields have been greatly improved, but there are still some schools have not enjoyed the benefits of the policy. Without football, it is impossible to carry out campus football training and courses. Most of the campus football equipment cannot meet the daily teaching and training. Some teachers said that the number of school football can only meet the requirement for three students to share one football in daily courses.

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